CHAPTER 2

TRAINING

Some of the best-trained sailors in the world report to recruiting duty. They are topnotch mechanics, technicians, operators, and so on. Now, it is your job to train these sailors to be topnotch recruiters. Training in the recruiting environment differs somewhat from normal in-rate training programs. You have senior people who have mastered their respective rates over the course of their careers. Now they are assigned to a job that they know little about and must master in one tour. It's like starting them out with seaman apprentice knowledge and expecting petty officer performance. Some will learn quickly, displaying a natural ability for sales. Others may need more attention to make the transition. This chapter gives guidance on formal training, recruiter qualification standards (RQS), and on-the-job training (OJT).

COMMAND TRAINING PROGRAM

The *Training Program for Navy Recruiting Command Field Activities,* COMNAVCRUITCOMINST 1500.4, provides the guidance for the Navy Recruiting Command's training program. It includes the directed command training plan, training record maintenance instructions, and indoctrination training requirements.

COMMAND TRAINING PLAN

The command training plan provides the minimum professional and general military training (GMT) to be delivered during the fiscal year. Each Navy recruiting district (NRD) develops its own annual training plan within the guidelines of the Commander, Navy Recruiting Command (CNRC) training plan. You will use the NRD training plan to develop your zone or station training program.

You have some leeway in the delivery of required training topics. You may reschedule training 1 month before or 1 month after the month scheduled in the command training plan. Get others involved in training delivery. It lends variety to meetings, involves more of the zone members, and is, in itself, a training evolution. One of the best ways to learn a subject well is to teach it.

GMT Topics

Topics listed with an asterisk in the training plan may be delivered through the plan of the day (POD), plan of the week (POW), or other informal means. If you decide additional emphasis is necessary, you may also deliver them formally. Those topics listed without an asterisk must be delivered in a formal training environment. GMT is important to maintain our own Navy skills and to benefit our delayed entry personnel.

Professional Topics

All professional training must be delivered in a formal training session. These sessions may be conducted in a variety of ways, such as during monthly zone production and planning meetings, at scheduled station visits, or in regular station training. There are benefits to all three methods. Zone supervisors (ZSs) must carefully evaluate their zones to decide which method of professional training delivery is most advantageous to the team as a whole. Even formal training need not be limited to lecture style of delivery. Include show-and-tell demonstrations, whenever possible.

FORMAL TRAINING AT ZONE MEETINGS.– Conducting the professional training at a zone meeting ensures all members of the zone receive the same information, and it allows for a broader base of input for general discussion. All training should not be conducted by the ZS. Alternating training topic assignments will keep everyone sharp as well as lend a little variety to the meetings.

FORMAL TRAINING AT STATION VISITS.– Some ZSs prefer to conduct professional training at regularly scheduled station visits. The smaller audience at the station visit allows you to tailor the training to the experience and skill levels of the members. If you conduct the training during station visits, make sure all zone personnel understand that you will be conducting training during set hours. Only emergencies should interrupt. Put on the answering machine and let the rest of the world turn without you for a few hours.

FORMAL TRAINING BY THE RECRUITER-IN-CHARGE DURING STATION TRAINING.– Recruiters-in-charge (RINCs) may conduct professional training during regularly scheduled station training unless the NRD training plan requires that it be conducted at a higher level. This allows the RINC to personalize the training and maintain station ownership. The same "no interruption policy" discussed previously should apply.

TRAINING RECORDS

A training record must be maintained for each individual at his or her respective Navy recruiting station (NRS). Training jackets are issued to every recruiter graduating from Enlisted Navy Recruiting Orientation (ENRO). Members should take the record with them upon transfer. All training records should contain the Navy recruiting personnel record, training syllabuses, the indoctrination training record, the NRS indoctrination training record, the indoctrination completion letter, and the RQS qualification card.

Navy Recruiting Personnel Record

The Navy Recruiting Personnel Record, NAVCRUIT Form 1500/1, shown in figures 2-1A and 2-1B, must be completed for all recruiting personnel. It contains personal data, current and historical. You should make sure these records are current and up to date each month. Completion of the annual evaluation, leave record, and disciplinary record sections is optional. Every supervisor should take time to note information provided on these forms. It's all part of knowing your people. Take particular note of family members, previous positions, and recruiting goals. This form is a great icebreaker during check-in.

Training Syllabus

The Training Syllabus, NAVCRUIT Form 1500/2, is a log of all training an individual has received (GMT, formal, OJT, and RQS). The individual conducting the training or the immediate supervisor should document this log and initial the entry by column following each training subject. Preprinted forms are not desired. After each training evolution, the training syllabus entry can serve as a summary of training with the individual. It provides an additional opportunity to ask questions and verify training effectiveness. Be very specific when making the entries, especially when logging OJT. Instead of entering Sales as the subject, list specific steps or methods you trained to – for example, "Sales – Methods of establishing rapport during initial conversation step." Not only does this serve as a reminder to you when reviewing training records, it also reinforces to the individual what training has been accomplished. Figure 2-2 shows a properly documented training syllabus.

Indoctrination Training Record

The indoctrination training record for enlisted recruiters and spouse orientation is instrumental in familiarizing reporting personnel in the organization, procedures, and policies throughout the NRD. Briefings that spouses should attend are marked with an asterisk. You should encourage spouses to attend the indoctrination training. Remember that they too are entering a new environment. Indoctrination training should be completed within 2 working days from date of reporting to the Area or NRD. This should be conducted during initial check-in. These completed indoctrination training records are maintained in the individual's training jacket.

Navy Recruiting Station Indoctrination for Enlisted Production Recruiters and Support Personnel

Production recruiters also must complete the NRS indoctrination within 30 calendar days from date of reporting to the NRS. The RINC of the indoctrinating NRS will initial and date each training item. This indoctrination differs from that conducted at the NRD. Although some of the information is given in the form of briefings, most is accomplished on the road. In other words, it is <u>show-and-tell training.</u> The RINC and departing recruiter should accompany the new recruiter to his or her territory and introduce him or her to school officials, centers of influence (COIs), media personnel, and the zone ombudsman. The RINC will prospect in all modes, conduct a sales interview, and make a school visit with the new recruiter in attendance. This hands-on training is the most important part of the NRS indoctrination. The new recruiter has the basics from ENRO; now he or she needs to see them put into action. Completed indoctrination training records are maintained in individual training jackets.

Indoctrination Completion Letter

After indoctrination training, the RINC will file the original indoctrination completion letter in the individual's training jacket and forward a copy to the training officer for inclusion in the command's training file.

NAVY RECRUITING PERSONNEL RECORD

PRIVACY ACT STATEMENT

Authority to request information in this form is derived from 5 United States Code 301, Departmental Regulations. Purpose of this form is to provide the Division Officer with readily accessible data concerning personnel in his/her division. The information is used by the Division Officer to manage and administer his/her personnel, to determine training needed; to record training completed; to maintain ready accessible data concerning performance, work assignments and other personnel data to enable the Division Officer to guide and counsel those assigned to him/her. Disclosure of the following items of information on this form is mandatory: name, rate,SSN, local address and phone number (if applicable), billet space/living space/bunk number (if applicable). Disclosure of the following items is voluntary: retirement intentions, rate desired, special qualifications, name of wife, names and ages of children. Other items of information may be obtained from member's service record. Failure to provide those required items of information listed above may result in administrative action being taken; no action will be taken if the individual refuses to disclose those voluntary items of information.

NAME	RATE/RANK	USN/R	SSN	REC

RECRUITING OFFICE	BILLET	DATE REPORTED

DATE OF BIRTH	DATE FIRST ENLIST.	YEARS SERVICE

DATE OF RATE/RANK	ELIGIBLE FOR ADVANCEMENT	PRD

PERMANENT HOME ADDRESS	LOCAL ADDRESS AND PHONE

MARITAL STATUS	NO. OF DEPENDENTS

SPOUSE NAME AND ADDRESS

CHILDRENS NAMES, ADDRESSES AND BIRTH DATES

NEXT OF KIN		RELATIONSHIP	ADDRESS AND PHONE NO.

PREVIOUS DUTY

DATE REPORTED	UNIT	DESCRIPTION OF DUTY

ANNUAL EVALUATIONS (OPTIONAL)

PERIOD ENDING	PROFESSIONAL FACTORS		PERSONAL TRAITS	SELF EXPRESSION	LEADERSHIP	MGT	OVERALL

LEAVE RECORD (OPTIONAL)

FROM	TO	DATE	NO. DAYS	BALANCE	FROM	TO	TYPE	NO. DAYS	BALANCE

NAVCRUIT 1500/1

49NVM006

Figure 2-1A.–Navy Recruiting Personnel Record, NAVCRUIT Form 1500/1 (front).

AWARDS AND COMMENDATIONS

GOLD/SILVER WREATHS

1ST	6TH	11TH	16TH	21ST	26TH
2ND	7TH	12TH	17TH	22ND	27TH
3RD	8TH	13TH	18TH	23RD	28TH
4TH	9TH	14TH	19TH	24TH	29TH
5TH	10TH	15TH	20TH	25TH	30TH

OTHER AWARDS	

DISCIPLINARY RECORD (OPTIONAL)

FORMAL EDUCATION

HIGHEST GRADE COMPLETED	DEGREES	OTHER COURSE INFORMATION

EDUCATION AND ADVANCEMENT RECORD

ITEM	TITLE	DATE COMPLETED	MARK	TITLE	DATE COMPLETED	MARK
SCHOOLS AND COURSES						
MILITARY CORESPOND. COURSES						
OTHER COURSES						

RECRUITER QUALIFICATION SYSTEM

QUAL LEVEL	START DATE	PROGRAMMED COMPLETION	BOARD DATE	BOARD ACTION

PERSONAL GOALS (OPTIONAL)

DATE	GOAL	WAS IT ACHIEVED	DATE	GOAL	WAS IT ACHIEVED

NAVCRUIT 1500/1

*MUST BE RQS BOARD CERTIFIED

49NVM007

Figure 2-1B.–Navy Recruiting Personnel Record, NAVCRUIT Form 1500/1 (back).

TRAINING SYLLABUS

NAME GOOD, I. M.		RATE BM2		SSAN 123-45-6789	
TRAINING METHOD	TRAINING SUBJECT	DATE	INSTRUCTOR	HOURS	ENTRY BY
GMT	DEPENDENT'S ASSISTANCE	1/4/94	POW	.1	R.O.M.
GMT	PERSONAL AFFAIRS	1/4/94	POW	.1	R.O.M.
FORMAL	DELAYED ENTRY PROGRAM	1/8/94	NCC BEST	1.0	BB.
FORMAL	MENTAL TESTING	1/8/94	AT1 AIRDALE	.5	SPA.
FORMAL	SALES ABILITY	1/8/94	NCCS SELLER	1.5	[illegible]
OJT	ITINERARY EVAL -	1/13/94	RM1 MORSE	.75	R.O.M.
	DETERMINING BEST TIME FOR STOPS				
GMT	MOTOR VEHICLE SAFETY	1/15/94	OFFICER CLARK, NYPD	.5	R.O.M.
GMT	LEADERSHIP	1/15/94	RM1 MORSE	1.0	R.O.M.
FORMAL	DAILY PRODUCTION REVIEW	1/15/94	GMG1 GUNNER	.5	N.U.G.
OJT	ITINERARY EVAL -	1/20/94	RM1 MORSE	3.0	R.O.M.
	RAN REVISED IT, WORKED ON DEVELOPING				
	NEW COIs AND GETTING MORE REFERRALS				
RQS	RCTR STD #15 GOVERNMENT VEHICLES	1/22/94	GMG1 GUNNER	.5	N.U.G.

TRAINING METHOD: FORMAL, OJT, GMT, RQS

NAVCRUIT 1500/2

49NVM008

Figure 2-2.–Training Syllabus, NAVCRUIT Form 1500/2.

NOTE: You do not need to relist indoctrination training in the training syllabus.

RQS Qualification Sheet

The original RQS qualification sheet will be maintained in the individual's training jacket until an RQS board is held. Upon completion of the RQS board, the original sheet will be maintained at the NRD and a copy will be placed in the training record.

RECRUITER QUALIFICATION STANDARDS

The Navy Recruiting Command established the RQS system to standardize OJT and reinforce the initial and follow-on training received by recruiters, recruiting managers, and support personnel. The RQS system ensures all recruiting personnel attain, demonstrate, and sustain the basic knowledge and skill levels necessary to perform their assigned recruiting duties effectively. It also provides a valuable method for evaluating and selecting those individuals best suited to assume billets of greater recruiting responsibility. The *Recruiting Qualification Standards – Enlisted* (RQS-ENL), COMNAVCRUITCOMINST 1136.2, contains RQS modules and management guidance.

REQUIREMENTS

All recruiting personnel must qualify under the RQS system for their present billet. Career Recruiter Force (CRF) personnel must qualify for the next higher billet after qualifying in their assigned billet. The requirement for chief recruiter (CR) certification may be waived by the Commander, Navy Recruiting Area (COMNAVCRUITAREA) until assignment to a CR billet is imminent. Navy Enlisted Classification (NEC) code 9585 personnel may voluntarily qualify for the next higher billet and must do so when directed by higher authority.

QUALIFICATION GUIDELINES

All modules must be completed within a maximum of 180 days for qualification. Each module contains a total point value of 600 points. Trainees must complete a minimum of 100 points each month to be "on track" for RQS qualification.

Extensions

The RQS training officer (the enlisted programs officer [EPO] for enlisted programs personnel) may grant a one-time extension during the qualification period and a one-time extension for final RQS board qualification. An extension period may not exceed 30 days.

Exceptions

The district commanding officer (CO) may approve an exception to the RQS qualification time in unique situations, such as medical problems or emergency leave.

RQS DISQUALIFICATION

Personnel who fail to maintain RQS for their billet should be disqualified. An individual is disqualified at the CO's determination as follows:

- The individual fails to maintain required standards of billet in which qualified and serving. A letter of disqualification is given to the individual. The CO may assign the individual to a lower billet or direct the individual to requalify in the present billet.

- The individual meets criteria for fault transfer. Fault transfer procedures are implemented. Refer to chapter 3.

- The individual meets criteria for no-fault transfer. No-fault transfer procedures are implemented. Refer to chapter 3. The CO may recommend retention of qualification if circumstances in the no-fault transfer warrant.

NOTE: CRF designation (NEC 2186) is removed for any person being disqualified under fault or no-fault conditions.

REQUALIFICATION

Personnel who previously qualified in an RQS position must requalify at each NRD assigned. Specific procedures for those personnel transferring between districts and those returning to recruiting duty are listed in the following two paragraphs.

Transfer Between Districts

For recruiters and RINCs a full RQS qualification board will be convened within 3 months of the reporting date without the requirement to complete the RQS module. A one-time 3-month extension is authorized for an individual failing to board qualify. For ZSs, an interview is conducted by the gaining CO and CR. If the individual is determined to be fully qualified, no board or requalification is required. The CO will send a letter to the Area commander certifying the ZS to be fully RQS qualified. If judged not fully qualified, the ZS will be recommended to the Area commander for a ZS RQS board by the CO. The CO may also require portions of the ZS RQS module to be completed before the board. CRS who are CR board certified will not be required to requalify.

Returning to Recruiting Duty

Personnel returning to recruiting duty must requalify for either one billet below that previously held or for the billet level previously held at the discretion of the CO. Prior qualification must be verified by service record page 4 entry or enlisted evaluation to determine the last billet in which qualified. If verification cannot be made, the individual must requalify from the lowest RQS level. ZS-qualified personnel who have been off production for longer than 6 months will be interviewed by the gaining CO and CR, and either be recommended for an immediate Area ZS board or be required to requalify entirely within 90 days.

NOTE: Area and district trainers are considered on production.

RQS TRACKING SYSTEM

An RQS Tracking Report, NAVCRUIT Form 1136/2, shown in figure 2-3, is maintained at district headquarters to provide a means for tracking RQS progress. Each RINC maintains a tracking report on the recruiters in the NRS and submits a copy to the ZS monthly. The ZS maintains a tracking report on the RINCs in the zone, collects a tracking report from each RINC, and submits a combined report to the CR monthly. The CR maintains tracking reports on the ZSs

RQS TRACKING REPORT

NAME/RATE	CURRENT BILLET	DATE QUALIFIED	PRESENT RQS MOD	START DATE	1		2		3		4		5		6		MAXIMUM COMPLETION DATE	EXTENSION GRANTED UNTIL	DATE OF RQS BOARD	DATE QUAL APPROVED	QUAL NEXT MOD	CRF
					PTS ATTN	PTS REQ	PTS ATTN	PTS REQ	PTS ATTN	PTS REQ	PTS ATTN	PTS REQ	PTS ATTN	PTS REQ	PTS ATTN	PTS REQ						
BLOCK 1	2	3	4	5	6	7	6	7	6	7	6	7	6	7	6	7	8	9	10	11	12	13

NRD ______ DEPT ______ ZONE/ DIVISION ______ NRS ______

49NVM009

Figure 2-3.–RQS Tracking Report, NAVCRUIT Form 1136/2.

and recruiting zone (RZ) and 6-year obligor/nuclear field (6YO/NF) recruiters, collects a zone tracking report from each ZS, and submits a combined report to the EPO monthly. The enlisted processing division supervisor (EPDS) maintains tracking reports on the classifiers, military entrance and processing station (MEPS) petty officer (MLPO), and processors, and submits a copy to the EPO monthly. The executive officer (XO) maintains tracking reports on the lead tracking center supervisor (LTCS) and submits them to the EPO monthly. The EPO maintains tracking reports on the CR and EPDS, collects the tracking reports, and makes sure they are combined on a master tracking report and properly posted in the district. **NOTE:** Tracking reports must be on file by each person responsible for maintaining a report. Copies of the original reports should be forwarded to the EPO. Figure 2-4 illustrates the RQS tracking system.

RQS TRAINING

RQS are hands-on training evolutions. Most of the standards require demonstration of skills and knowledge. Effective RQS training also should be accomplished by demonstration. Individuals should not be qualified at the same time as the training is conducted. Depending on the module and the trainee, training may need to be repeated or expounded on before individuals can show they have mastered the qualification. Remember to maintain the integrity of the system by requiring proven proficiency before signing off a standard.

RECOMMENDATION FOR RQS QUALIFICATION BOARD

Your signature as qualifier on the RQS sheet is your personal certification that the individual is fully prepared for final qualification before the RQS board. Careful consideration should be given to the skill and knowledge level of the individual before you sign the recommendation. Poor performance at an RQS board reflects just as badly on the supervisor as the individual who was unprepared.

QUALIFICATION BOARD

Final qualification in an RQS module must be certified by an RQS board.

Board Membership

Recruiting Qualification Standards–Enlisted (RQS-ENL), COMNAVCRUITCOMINST 1136.2, lists the convening authority and board membership requirements for each RQS position. Each board must be comprised of RQS-qualified individuals or individuals designated in writing by the COMNAVCRUITAREA or CO, Navy Recruiting District (CO, NAVCRUITDIST).

Number Before the Board

Only one individual at a time may appear before the board, except for recruiter boards, at which a maximum of three recruiters may appear. The advantages of individual boards are obvious. Recruiters can be more effectively judged on their individual knowledge levels when singularly boarded. Periods of high turnover within a district may necessitate the multiple recruiter boards. In these situations, care must be taken to fairly distribute questions.

Conducting the Board

There is not a standard procedure for conducting RQS boards; however, some general guidelines do apply.

- Have a planned approach. The board should have a plan of operation. It is up to the board chairman to establish the procedures used to ask questions and test knowledge.

- Use clear, concise questions. Effective questioning techniques will enable members to better test the knowledge of the candidate. Rambling questions tend to confuse the individual being evaluated. Ask questions that check conceptual understanding rather than rote memory. Avoid trick questions.

- Use the RQS module. Stay with material from the appropriate RQS module. Opinion-type questions should be saved for another time. The RQS board is conducted to certify that the individual has the knowledge and skills listed in the RQS module.

- Demonstration. Candidates should demonstrate skills such as sales interview, PDCing (developing personal contacts), asking for referrals, and speaking with educators. Role playing will often give a clearer picture of the candidates' skill level than question and answer evaluation.

Preparing for RQS Boards

You should fully prepare your people for their RQS boards. You may want to hold a practice board in the

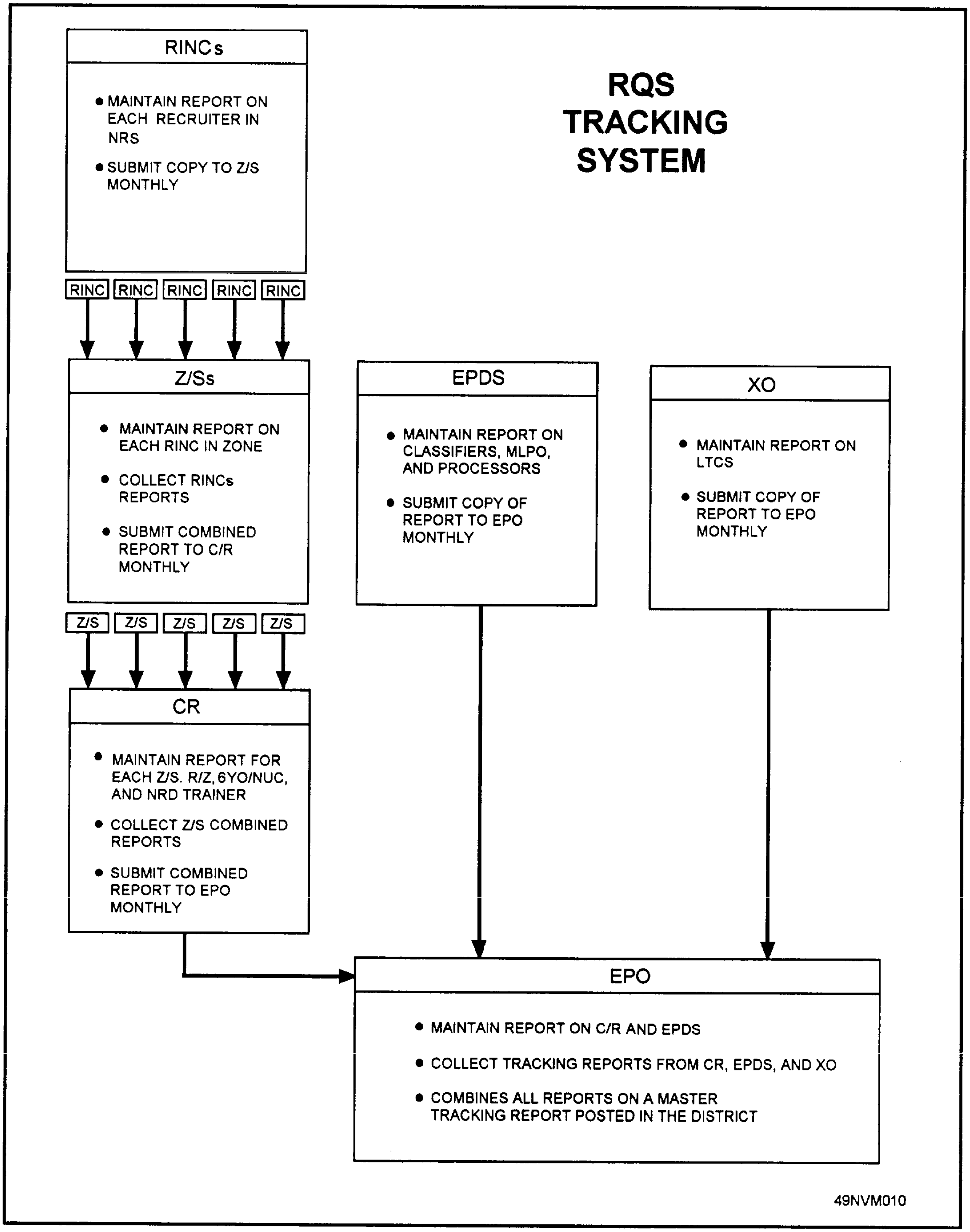

Figure 2-4.–The RQS tracking system.

zone before the formal board. There is nothing secret about an RQS board. Make sure the candidates know what to expect. Their performance is a direct reflection on your leadership ability.

ON-THE-JOB TRAINING

OJT is as varied as the skills and personalities of the personnel concerned. People learn best in different ways. Your job as a supervisor is to match the training method with the individual to accomplish your goal of fully trained recruiters. A proverb explains the purpose of OJT well: “Give a man a fish, feed him for a day. Teach a man to fish and you feed him for life.”

BASED ON INDIVIDUAL NEEDS

You must observe your recruiters and RINCs closely to determine training requirements. Daily production reviews and analysis systems may identify areas of concern, but only personal observation will confirm training needs. Just as you would not want to handle objections that do not exist in the sales interview, you don’t want to train recruiters on discrepancies that do not exist. Consider the recruiter who had an extremely low interview-to-contract conversion rate. Without actually watching the recruiter conduct an interview, the RINC decided, based on analysis, that the recruiter needed training on closing the sale. For weeks the RINC repeated the closing training without improvement. Finally, the RINC watched the recruiter conduct an interview. The real problem was obvious. The recruiter was not tailoring the sales presentation to the prospect’s wants, needs, and dominant buying motives (DBMs). The RINC conducted OJT on want, need, and DBM identification and saw the recruiter rise to one of the district’s top recruiters. Make sure your training stories have a successful ending – look before you leap (train).

SHOW-AND-TELL METHOD

The show-and-tell method of OJT is easier for personnel to understand. It also builds their confidence in the training when they can actually see it being done. Your training and your reputation will hold more veracity when you demonstrate the skills being taught. Hit the street, have some fun, and watch your recruiters improve their skills. “Getting out amongst them” will also help you keep your perspective and notice any new trends that may affect the market.

COMPLETE THE COMMUNICATION CYCLE

After a training session, have the trainees tell you what they have learned. Not only does it complete the communication cycle, it will help you gauge the effectiveness of your training. This feedback also will help prevent misconceptions.

PLANNING TIME FOR OJT

As soon as you identify OJT requirements, plan time on your ZSs’ planner/itinerary or station planner to conduct it. You can preplan times that will be devoted to individual OJT and later plan the topics that will best benefit the recruiter. Of course, unplanned OJT can be conducted any time the need arises.

DOCUMENTATION

Be sure to document all training in the member’s training record. Be specific with your entry. Most OJT sessions will require more than a one-line training syllabus entry. Refer back to figure 2-2 for an example of a properly documented OJT entry.

LESSON PLAN PREPARATION

Your Area or district may provide you with lesson plans for formal and GMT training. Regardless, you should know how to develop a lesson plan. Developing your own lesson plans is a training exercise in itself and delivering them is often easier when you have provided the personal touch.

PURPOSE OF A LESSON PLAN

The lesson plan gives the instructor a sense of which steps will require the most preparation and which activities of the lesson will be most difficult to conduct. The lesson plan gives the instructor an overview of the time needed to deliver the lesson as a whole and the time for each of the learning points within the lesson. It gives the instructor a step-by-step procedure for delivering the lesson and a sense of which steps are most critical to the success of the lesson. Yes, the lesson plan is for you, the instructor.

STEPS IN LESSON PLANNING

An effective lesson plan takes time and organization. The following steps will help you to develop lesson plans that are both easily instructed and well received.

Determine Lesson Objectives

Lesson objectives should have a worthwhile purpose. Personnel should have a valid need for the objectives being taught. Limit your objectives to specific knowledge or performance requirements. Make sure the objectives can be achieved in the time allotted for your training session.

Conduct Research

This step is often called mastering the subject. Don't immediately go to the reference books. First, explore your own knowledge of the subject. Think of your own lessons learned and experience. Next, consult with others in the same field. Other RINCs and ZSs, while having similar experiences, may have ideas to add. Finally, turn to written sources for additional material and verification of what you have gathered from your own and others' experience.

Organize Your Subject Matter

Use a logical sequence to lead students from one point to another. Outline your lesson content. Learning objectives will serve as main points of the lesson. Lead students from known to unknown and from simple to complex.

Select Methods and Instructional Aids

As mentioned earlier, people learn in different ways and some subject matter lends itself to one teaching method above others. It is up to you to decide at this point which method of delivery you will use and to determine the need for instructional aids.

TEACHING METHODS.– Formal teaching methods include lecture, guided discussion, and demonstration performance.

Lecture.– The instructor does all the teaching in the lecture method. The instructor delivers the information from the lesson plan. This method is useful when introducing new material or information that is absolute in nature.

Guided Discussion.– As the name implies, the guided discussion method is designed to involve all students in the teaching evolution. The instructor acts as a facilitator, guiding the discussion toward the lesson objectives. This is a particularly effective method when training to areas without absolutes; for example, itinerary development. In the guided discussion method, you want the students to provide as much information as possible. You should ask open-ended questions and reinforce and summarize points made that meet the lesson objectives.

Demonstration Performance.– The demonstration performance method requires that you actually demonstrate a skill or technique and then have the students perform. You may remember this is the method used in ENRO to teach sales. This method is used for subjects that lend themselves to showing rather than telling.

INSTRUCTIONAL AIDS.– Professional instructional aids can help you meet your lesson objectives. They should be designed to enhance the lesson rather than teach it. Instructional aids include visual aids, demonstrations, and written material.

Visual Aids.– A variety of visual aids can add to your lesson. Evaluate the lesson to determine what type of visual aid will best emphasize important points. Movies, transparencies, flip charts, blackboards, and felt boards are all examples of visual aids.

Demonstrations.– Use your imagination for demonstrations to enhance learning objectives. Try to involve others in the demonstration whenever possible. Take full advantage of the talent in your station or zone to benefit the team.

Written Material.– You may want to pass out material that you feel recruiters would want to keep and refer to. This is a particularly good idea when instructing new material or information that is not readily available to the student. Complex ideas are often received better when written material accompanies the lesson delivery.

ELEMENTS OF THE LESSON PLAN

Elements of the lesson plan are listed on a cover page. They include the course title, date, teaching day, references, training aids, and learning objectives.

Learning Objectives

Learning objectives have three basic components — behavior, condition, and standard.

- Behavior. This is the knowledge or skill you want the student to know when the lesson is complete.

- Condition. This explains under what condition the student should be able to perform or exhibit the knowledge or skill.

- Standard. This explains to what degree the student should be able to perform. The standard may be expressed explicitly as "with 90 percent accuracy" or subjectively as "demonstrate an effective sales presentation." The word *effective* is the standard.

Terminal Objectives

The terminal objective is a specific statement of the performance expected. It should translate directly to tasks performed on the job. This is what you want the student to be able to do with the training provided.

Enabling Objectives

Enabling objectives are specific statements of the behavior to be exhibited. They are written with conditions and standards appropriate to the learning environment. Enabling objectives may include knowledge and skills that support a terminal objective. These are the steps you want the student to accomplish in order to meet the terminal objective.

LESSON PLAN FORMAT

Figure 2-5 is a sample lesson plan format that you can copy and use to develop your own lesson plans. The format provides a logical and smooth flow of information for ease in delivery and learning.

Establish Contact

Introduce yourself and the subject matter. Give a brief history of your experience to credentialize yourself as a subject matter expert.

Establish Readiness

This step is meant to gain the attention of the students. You may want to use analogies, personal experiences, anecdotes, and so on, as long as they are in good taste and relate to the lesson subject matter. Your objective is to create a desire on the part of the student to concentrate on the subject matter ahead.

Review

This is an optional step. You may want to review what the students should already know or briefly cover points made in previous lessons.

Establish Effect

This is the motivation step. Stress the reasons why the students need to learn the skill or knowledge. This step is designed to increase student confidence by relating the lesson to past experiences and future successes. Give the students "the real benefit to them."

State Objectives

Review the learning objectives and teaching steps to be attained. Make sure the students understand what activity will be required of them and how they will be evaluated, if applicable.

Bridging/Transition

Guide students into the body of the lesson. Focus their attention on the first objective or teaching step.

Body

The body of the lesson plan contains the information you are going to deliver as well as methodology.

LEFT COLUMN.– This column contains the information the instructor must teach and the students must learn. It contains the elements of presentation, application, and evaluation.

RIGHT COLUMN.– This column is used by the instructor to reflect how the lesson will be accomplished. It contains instructor's notes, cautions, and notes. Planned questions, transitions, and interim summaries may be listed here. Reminders to use verbal/visual support, equipment, and visual aids may be listed in the right column. Time lines for delivery and references may also be listed here. Safety and security notes can be reflected as well. The right column of the body is a catchall for any information that will assist the instructor. It should be personalized by each person using the lesson plan.

Conclusion

The conclusion is a wrap-up of the lesson and a preliminary preparation for the next lesson. It contains

LESSON PLAN

COURSE: DATE:

LESSON TITLE:

TEACHING DAY:

REFERENCES:

TRAINING AIDS:

TERMINAL OBJECTIVE(S):

ENABLING OBJECTIVE(S):

Figure 2-5.–Lesson plan format.

LESSON PLAN

ESTABLISH CONTACT:

ESTABLISH READINESS (GAIN ATTENTION):

ESTABLISH EFFECT (MOTIVATION):

STATE OBJECTIVES:

ROAD MAP:

Figure 2-5.–Lesson plan format–Continued.

LESSON PLAN

<u>CONTENTS</u>

<u>INSTRUCTOR'S NOTES</u>

Figure 2-5.–Lesson plan format–Continued.

CONCLUSION

SUMMARY:

REMOTIVATION:

ASSIGNMENT (IF APPLICABLE):

CLOSURE:

Figure 2-5.–Lesson plan format–Continued.

a summary, remotivation, assignment (if applicable), and a closure.

- Summary. The summary should reemphasize the main support points and relate them to the learning objectives. This is the last chance for students to make notes.

- Remotivation. Remotivation should emphasize the reasons for remembering and using the information and skills taught in the lesson. Give a reminder of the real benefit to them.

- Assignment. The assignment should let the students know where they are now and where they are going next. Use as needed.

- Closure. During the closure, you should make appropriate comments to let the students know the lesson is complete. "That's it for today."

DELIVERING THE LESSON PLAN

The delivery of your lesson plan is just as important as the actual preparation. You may want to refer to chapter 7 for some public-speaking delivery tips. There are a few differences between delivering a speech and a lesson plan. For instance, a speech is designed to use one-way communication; learning must be a two-way street. Communication between the instructor and the students is imperative. Encourage questions throughout your presentation of a lesson plan.

EFFECTIVE QUESTIONING TECHNIQUES

Effective questioning techniques can significantly enhance your training effectiveness.

Seven Purposes of Questions

All questions used in a lesson plan should fulfill one of the following seven purposes:

1. Get and maintain interest

2. Stimulate and guide student thinking

3. Obtain student participation

4. Evaluate and summarize

5. Determine student attitudes

6. Open and distribute discussions

7. Develop the subject

Characteristics of Effective Questions

Effective questions should have the following characteristics:

- Purposeful

- Clear and concise

- Challenging

- Limited to one idea

Techniques

Once you have planned your questions, a few basic questioning techniques will help to make sure they meet their purpose.

- Ask your questions in a conversational tone of voice.

- Ask the entire class the question, pause, then call on a student to answer. ASK. . . PAUSE. . .CALL. . . This technique, illustrated in figure 2-6, allows the entire class time to formulate an answer before they know who is going to be called upon to answer.

- Distribute questions at random. Avoid following a pattern when calling on students to answer.

- Adapt the question to the student's ability.

- Allow a reasonable interval of time for answering. If it becomes apparent that the student is unable to respond, ask another student to help out.

- Ask questions of the inattentive.

- Do not permit frequent group (choral) responses. It is difficult to determine the scope of the correct responses. Those who hear more than one response may leave the lesson unsure of the correct answer.

- Use thought-provoking questions. Try to formulate questions that require understanding of the lesson material instead of recitation.

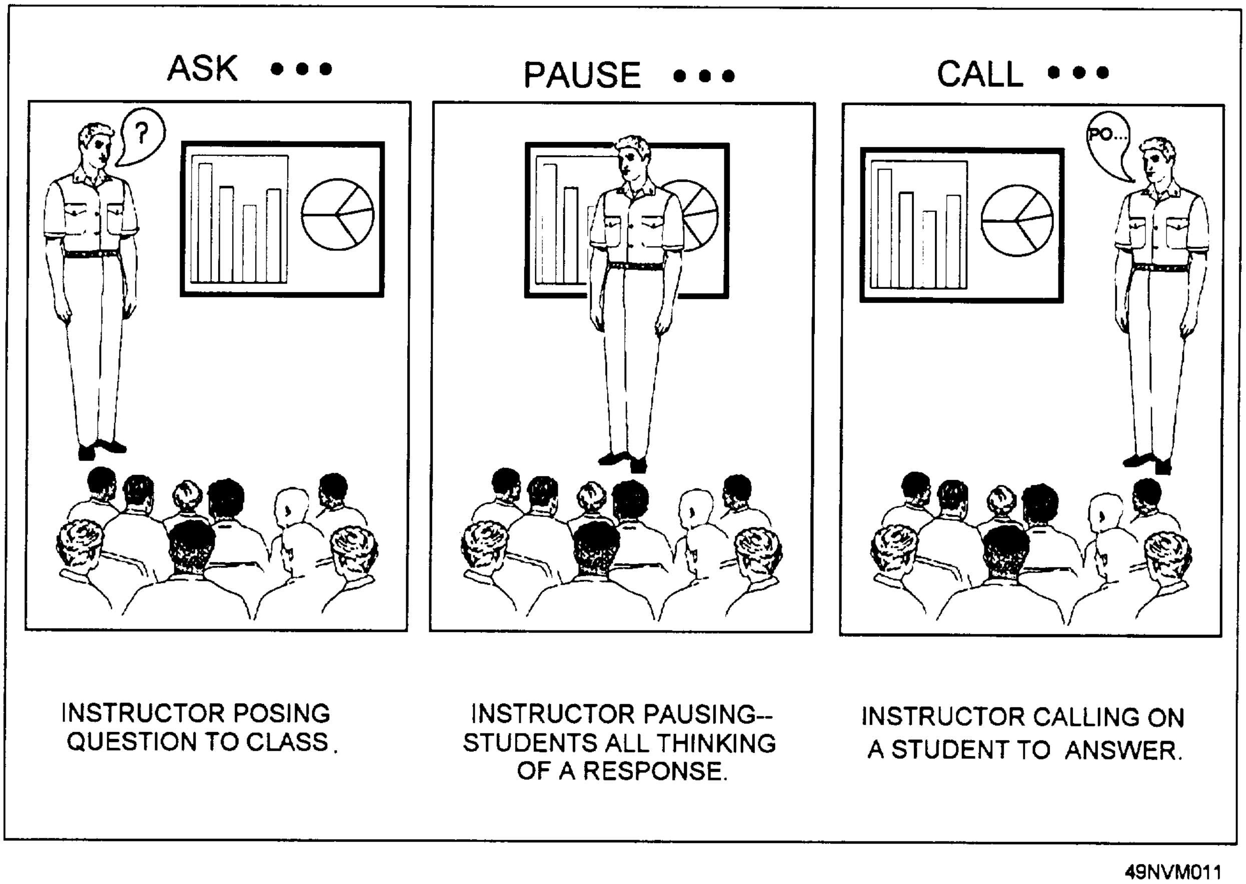

Figure 2-6.–Ask the entire class the question, pause, then call on a student to answer.

- Acknowledge students' answers. Commend correct responses. For incorrect responses, use phrases such as "That's a good point but not exactly what I'm looking for." You don't want to inhibit student response. They should not be afraid to make a mistake.

TYPES OF QUESTIONS

Another decision you must make is what type of question to use. The choice of question type will depend upon the purpose you want the question to fill and the circumstances in the class.

Rhetorical Questions

These questions do not require an answer. They are used to get and maintain interest. Rhetorical questions are often used at the beginning of a lesson to stimulate thought.

Example: "Why do we need to conduct a market analysis? . . .(pause). . .That's a question that will be answered with today's training."

Overhead Question

These are questions posed to the entire class to initiate and stimulate discussion. They are often used as a leadoff but may be used any time during the lesson.

Example: "How often should itineraries be run?" (Instructor then accepts as many responses as possible.)

Direct Question

This is a question asked directly of a student by name. Start the question as an overhead question, pause, then call on the student. This is the most often used type of question. It can fulfill a variety of purposes.

Example: "What technique would you use to help the procrastinator reach a decision?. . . (pause). . . Petty Officer Jones?"

Relay Question

Rather than answer a student's question, the instructor calls on another student to answer. This type of question allows for more student participation.

Example: Student asks, "How do you get counselors to give referrals?" Instructor calls on another student, "Petty Officer Smith, you have been very successful in your school canvassing program. Can you answer that question?"

Reverse Question

The instructor returns the question to the student who has asked it. It encourages students to arrive at their own answers. The instructor should reword the question or add some information to help the students see the direction they need to take.

Example: Student asks, "What is cognitive restructuring?" Instructor responds, "We know that cognitive refers to thinking and restructuring means changing. Now, what does cognitive restructuring mean?"

QUESTIONS TO AVOID

Some questions should be avoided in the learning environment. They do not meet the characteristics for effective questions.

- Leading questions. Questions that suggest the answer do not demand any thinking on the student's part.

- Catch questions. Attempts to trick students have no place in the classroom.

- Irrelevant questions. Questioning students on obscure or unimportant details destroys their confidence. It becomes confusing for them to know what is important.

- Pumping questions. Don't waste time trying to elicit responses from students who are unwilling or unable to answer. Giving clues or goading will only accentuate the problem and can demoralize students.

- Oversized questions. Questions that cover a broad range of knowledge or are impossible to answer in the time involved are pointless.

- Ambiguous questions. Vaguely worded questions or those that may have a double meaning lead to confusion.

- Terminal questions. Questions that require only a yes or no response are usually ineffective. The student has a 50/50 chance of responding correctly. The instructor has no way of determining if it was just a lucky guess or if the student learned from the lesson.

TRAINING COURSES

Formal training courses are offered at the Navy Recruiting Orientation Unit (NORU) in Pensacola, Florida. Some Area commands also have training courses available.

ENLISTED NAVY RECRUITING ORIENTATION

All production recruiters are required to attend the 5-week ENRO course of instruction. The 9585 NEC is awarded upon successful completion of the course. The course is designed to provide basic orientation to the students' new assignment as Navy recruiters.

CRF ACADEMY

All new CRF selectees attend a 6-week CRF academy before converting to Navy Counselor and earning the 2186 NEC. The training is geared to the RINC and ZS level with special emphasis on leadership in recruiting.

CHIEF RECRUITER COURSE

The CR course is a 1-week course in the technical, leadership, and managerial aspects of recruiting. Attendees must be nominated by their Area commander or COMNAVCRUITCOM. The course is a required part of the qualification process for participation on the CR board.

EPDS, PROCESSOR, AND CLASSIFIER COURSES

The NORU also conducts courses for personnel assigned as EPDS, processor, and classifier. They are required for newly reporting personnel, 9585 recruiters converting to 9586 recruiter-classifiers, and personnel who are being assigned as directors of processing stations.

AREA RINC SCHOOLS

Most Areas offer a RINC school of 1 to 2 weeks' duration. Nominations are taken from each NRD. Check with your district to find out about class availability.

ADVANCEMENT PREPARATION

This chapter on training would not be complete without covering in-rate training for non-CRF recruiting personnel. Preparation for advancement examinations can be particularly frustrating for some personnel assigned outside their normal duties. Consideration must be given to those individuals who have special needs for advancement examination preparation. As a supervisor, you have a responsibility to give your subordinates the best possible opportunity to advance in rate.

GENERAL REQUIREMENTS

Requirements for advancement in rate are fully detailed in the *Navy Advancement Manual*, BUPERSINST 1430.16. Each candidate also should receive an *Advancement Handbook for Petty Officers*, a NAVEDTRA publication that includes an explanation of the Navy's advancement system, a bibliography that lists references that cover the occupational standards for the candidate's rating, and the personnel advancement requirements (PARs) sign-off sheet. All supervisors should review their personnel's advancement eligibility. Figure 2-7 provides general advancement eligibility information for E-1 through E-9.

DEDICATED STUDY TIME

All NRC activities must establish a dedicated period of time for study before each Navywide advancement examination for every petty officer who is not working in his or her rating and is eligible to take an advancement examination.

E-5 and E-6 Candidates

E-5 and E-6 candidates should be permitted 1 study

PAYGRADE	E-1 TO E-2	E-2 TO E-3	E-3 TO E-4	E-4 TO E-5	E-5 TO E-6	E-6 TO E-7	E-7 TO E-8	E-8 TO E-9
TIME IN RATE (TIR)	9 MOS AS E-1	9 MOS AS E-2	6 MOS AS E-3	12 MOS AS E-4	36 MOS AS E-5	36 MOS AS E-6	36 MOS AS E-7	36 MOS AS E-8
PARS			MANDATORY FOR E-4 THROUGH E-7					
MANDATORY TRAMANs/NRTCs		MANDATORY PUBLICATIONS FOR ALL RATES MUST BE COMPLETED TO QUALIFY FOR ADVANCEMENT, UNLESS WAIVED BY COMPETENT AUTHORITY						
REQUIRED SERVICE SCHOOLS			SEE YOUR ESO FOR REQUIRED SCHOOL REQUIREMENTS					
NAVY LEADERSHIP COURSES						LPO COURSE	CPO COURSE	
PERFORMANCE CRITERIA	3.0 MINIMUM PERFORMANCE MARK AVERAGE (PMA)							
PERFORMANCE TEST			NAVPERS 18068-F LISTS THE RATINGS THAT MUST COMPLETE PERFORMANCE TESTS BEFORE TAKING NAVYWIDE ADVANCEMENT EXAMINATIONS					
PHYSICAL READINESS STANDARDS	1. NOT FAIL PRT FOR THIRD TIME 2. NOT BE OVERFAT FOR THIRD PRT CYCLE							
CO RECOMMENDATION	ALL CANDIDATES REQUIRE THE COMMANDING OFFICER'S RECOMMENDATION TO PARTICIPATE IN A NAVYWIDE ADVANCEMENT EXAMINATION							
EXAMS		APPREN-TICESHIP EXAMS	PASS NAVYWIDE ADVANCEMENT EXAM (E-4 / 5 / 6 / 7)					
OBLIGATED SERVICE				SEE YOUR ESO ABOUT OBLIGATED SERVICE REQUIREMENTS FOR ADVANCEMENT				
INDOCTRINATION COURSES			COMPLETE POIC			COMPLETE CPOIC		

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Figure 2-7.–Advancement eligibility information.

day per week for 6 consecutive weeks, or equivalent, beginning the first week in January for the March examination and the first week in July for the September examination.

E-7 Candidates

E-7 candidates should be authorized 1 study day per week for 6 consecutive weeks, or equivalent, beginning in October for the January examination. This schedule will permit candidates to study before the holiday leave period.

TEMPORARY ADDITIONAL DUTY FOR ADVANCEMENT PREPARATION

Temporary additional duty (TEMADD) may be required for some ratings to prepare for their advancement examination and maintain in rate knowledge and skills. Check with local reserve centers, central drill sites, and military installations to determine the availability of training resources. Use your chain of command to request orders when local facilities cannot be found. All avenues should be explored to provide the best possible support for recruiters working out of their rating.